

Reading & Writing Report: 2006-07
Teacher Quality Enhancement Grant
All-Teams Meeting
June 8, 2007

Overall Team Goal:

Develop models and build capacity in using research-based strategy instruction to improve reading and writing in Grade 5-12 content areas for 3 groups:

- IHE Content area teacher educators
- Grade 5-12 teacher candidates
- Grade 5-12 teachers & administrators,

in order to have an impact on what grade 5-12 students learn about using reading and writing to learn in the content areas.

Three Original Strategies to Accomplish Goal, Accomplishments and Where We Are Going Next in Our Work:

1. Determine current state of preservice and in-service teacher education practices in teaching reading and writing in Grade 7-12 content areas and perceptions of strengths and gaps in knowledge and practice.

Accomplishments:

Survey designed, distributed, and collected from IHEs and AEAs
Preliminary results tabulated

Where Are We Going Next in Our Work?

Report in progress, to be completed, approved, and disseminated on IACTE and DE websites.

Discuss possibility of surveying community college practices and needs in content area reading/writing.

2. Provide resource materials for grade 7-12 teachers, teacher educators, and teacher candidates for increasing and improving the teaching of reading and writing in specific content areas.

Accomplishments: None other than in (1) above

Where Are We Going Next in Our Work?

Report (described above) of content area reading preservice and in-service teacher education will be completed, approved & disseminated.

Obtain permission and post IHE content area reading “methods” course syllabi on IACTE and DE websites.

3. Provide opportunities for professional development that is grounded in research and based on the Iowa Professional Development Model for teams of higher education content “methods” instructors and Grade 7-12 teachers in strategies designed to enhance reading achievement through the content areas.

Accomplishments: Plan, advertise, and review applications for:
Summer Professional Seminar in Question-Answer Relationships, June 19-21,
Upper Iowa University Fayette and academic year follow-up sessions
(Presenter: Dr. Nance Wilson, University of Central Florida)

What is QAR?

A research-based instructional program that teaches readers strategies to ask and answer questions about their reading by thinking metacognitively about the sources of information and depth of thinking needed to answer different types of questions. It has been proven to be effective in improving reading comprehension and in much of the research, content area reading was used.

Who Will Participate?

60-70 participants made up of: teams of grade 5-12
teachers/administrators, higher education content area instructors in
teacher education and liberal arts, and academic support services
5 IHEs + K-12 schools
Participants will receive expenses plus stipend upon meeting agreed
upon expectations.

Where Are We Going Next in Our Work?

- a. Subgroup of team will attend seminar as facilitators
- b. Monitor 5-12 Team Participants’ Meeting of Seminar & Follow-up Sessions and Expectations:
 - Full attendance & participation in summer and academic year sessions
 - Regular team meetings that include discussion of QAR
 - Regular & accurate implementation of QAR
 - Submission of implementation logs & lesson plans
- c. Monitor IHE Participants’ Meeting of Seminar & Follow-up Sessions and Expectations:
 - Full attendance and participation in summer and academic year sessions
 - If more than one attendee at an IHE, log of QAR discussions at meetings (at least monthly)
 - Observation of QAR lessons in 5-12 classrooms and/or use of QAR strategies in teaching as possible
- d. Continue Efforts to Increase IHE Involvement With QAR:

- Assign team members to communicate with IHEs who participated in Summer 2007 QAR Seminar re nearby schools with QAR-trained teachers
 - Introduce seminar participants from geographically close IHEs and 5-12 schools
 - Encourage ALL IHE instructors' and teacher candidates' observations and field experiences with QAR-trained teachers
 - Continue collecting information on extent of IHE participation
 - Consider videotaping QAR lessons of 5-12 teachers for use in teacher education classes
 - Emphasize QAR's research base
 - Consider offering another Summer Professional Seminar in QAR, other content reading strategies, or grade 5-12 content area writing
- e. Consider Inviting IHEs to Review Peer Reading Endorsement Curriculum Exhibits

Respectfully submitted,

Deb Squires
Geri McMahon
Linda Fielding
Team Co-Chairs